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ABSTRACT

Illinois School District 151 is the first Northern court ordered desegregated school system. Prior studies indicate that community members do not support the district. This Title III project has as its major goal to increase the areas of support and reduce the areas of nonsupport, in order to provide an invigorating stimulating educational atmosphere within the school district. The document is arranged in 13 sections: an introduction; needs assessment; philosophy and psychology; narrative; correlation; statistical data; objectives, activities, evaluation, and schedule; planning the project; job descriptions; consultant agreement form; budget summary information; conclusion; and reference materials. The project proposal contains a number of components, each aimed at meeting the basic needs of gaining public support. Among the program components are the community relations program, citizens advisory council, adult-student information program, and dissemination. These are presented in terms of an introductory overview, need, broad goal, objective, staff. activities, evaluation, and time schedule. (Author/AM)

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ED120267

TITLE III ESEA

WINNING PUBLIC SUPPORT OF A DESEGREGATED SCHOOL SYSTEM

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School District 151

May, 1975

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INTRODUCTION

Subsequent to desegregation in 1968, the administration and professional staff of School District 151 have been challenged to create quality educational programs and facilities for children attending District 151 schools. In contrast to these efforts, the citizens of District 151 defeated eight (8) referendums during a six (6) year span, which left the district in extreme financial difficulty.

In 1973-74, School District 151 received a planning grant from Title III, ESEA entitled "Winning Public Support of a Desegregated School System." The planning grant was undertaken: (1) to discover what goals, values and moral obligations the citizens of School District 151 meaningfully hold in determining what they daily support, morally and financially, in their residential community; (2) to reconcile these community values, goals and purposes that are supported (whenever possible) with the values and purposes of School District 151; and (3) to devise and implement a program to utilize the areas of compatability between the community and public school district in order to gain community support of School District 151.

During the 1974-75 school year, Title III, ESEA granted a second year of funding for the implementation of those programs developed through information gained from the surveys administered during the planning year.

The third year of funding - second year of program implementation - will provide the district with an opportunity to further involve parents, teachers, students and the community to reach the stated need to "Gain Community Support of Desegregated School District 151."

NEEDS ASSESSMENT

In order to provide an appropriate frame of reference, as well as to clearly state the priority of needs in District 151, the Needs Assessment of the Title III proposal will be divided into two sections. Section I--Background Information will present a district profile and historical update. Section II--Priority of Needs--will rank needs within the district and will have substantiated these needs with facts, figures, and studies.

BACKGROUND INFORMATION:

District 151 is a local educational agency situated in south-suburban Cook County. The district was the first northern, court-ordered desegregated school system. It is composed of three communities that are racially and ethnically different and which are not geographically contiguous. There are three schools within the district, containing kindergarten through sixth grades and an Upper Grade Center. There are approximately 1,700 students enrolled.

Phoenix, Illinois is comprised of black residents, geographically isolated by railroads, main highways, and vacant land. Its' character is quite different from that of Harvey and South Holland, in that Phoenix has almost no business, professional, or commercial establishments, as do the other two communities. Phoenix residents must go outside of their immediate community for food, medical assistance, and work. Sections of Phoenix are poor--there are over three hundred Title I children in School District 151, while other parts of Phoenix are made up of well-kept, middle class homes.

Originally Phoenix was an all white community, but became increasingly black as people from the deep South moved North during World War II. They came to work in the industrial areas of nearby Harvey.

There are many churches of various Protestant faiths in Phoenix.

Harvey, Illinois contains a small area known as Harvey Highlands. The Highlands are part of District 151. Residents are almost entirely white, and many of their children attend one of two Slavic, parochial church schools. Industrial and minor commercial businesses are found in the area.

The Harvey Highlands are the oldest section of the district. The area is residentially stable, with people residing in close proximity to their churches and schools. In sharp contrast, the Southern section of the district was principally built after World War II. Highlands residents are usually regarded as hard-working, blue-collar, middle-class individuals.

South Holland, Illinois is divided into two local school districts. The portion of the district included in 151 boundaries is residential, with heavy commercial industrial, and business sections. South Holland was established by Dutch immigrants in the 1800's; however, today the community is only twenty percent Dutch. A large influx of people entered the area after 1945, many leaving Chicago due to the migration of blacks into previously all-white residential areas in the south-central section of the city of Chicago.

Several private and parochial schools representing the Protestant and Catholic faiths exist in or near School District 151 boundaries. There are also many Protestant and Catholic churches in the community. One residential section of South Holland

that has many high-priced homes, lies to the south of the district and outside the boundaries. This area is regarded as the "elite" part of South Holland, and comparisons and references are often made between District 151 and the local district servicing this section.

Geographically, South Holland is a town split into two school districts, one district (151) desegregated, containing an industrial and commercial area, and busing blacks into its' schools. The other district is primarily comprised of high-priced residential homes with no desegregation, busing, or black residents.

District 151 was the first northern court-ordered desegregated school system. Community racial attitudes and hostility to bussing can only be blunted through successful school integration, where success is measured in student achievement for all pupils.

The communities that comprise School District 151 display contradictory characteristics and beliefs, as listed below.

1. Black residents who opted for a desegregated school system granted under a court order praise the quality of the present system and the work done by teachers and administration; but doubt the integrity of the Board, administration and teachers--based upon pre-desegregation experiences (with which none of the current Board members, administration or teachers had anything to do.)

2. According to extensive surveys, the white communities believe in equality of educational opportunities and democratic principles but are often unwilling to make the sacrifices necessary to make these ideals available for their black neighbors. Some feel that as whites they are already free and have privileges so "why should they make sacrifices for something they already have?" Reference A - Survey Research Laboratory U. of I. May 1974 - Table 4, Page 23 and Reference A - Survey Research Laboratory U. of I. May 1974 - Table 5, Page 24.

3. The belief that the stability of a community is dependent upon the quality of its' school system is an axiom held by most Americans and by many residents of 151. Yet, they consistently defeat school referendums (eight in all since 1967) which would raise tax rates and increase support for the school system. Reference A - Survey Research Laboratory U. of I. May 1974 - Table 19, Page 46.

4. Subsequent to desegregation, cooperation between the private, parochial, and public school systems within the communities was rejected; however, a beginning has been made, and a sharing of ideas, activities and services is starting once again. An area wide "Spring Art Expo" is being planned to include all schools, private, parochial and public. Reference A - Survey Research Laboratory U. of I. May 1974 - Table 20, Page 47.

5. Surveys indicate that parents of private and parochial school students remain hostile to desegregation, and consequently to School District 151, even though the church promotes ethnic and racial understanding.

5. (continued) Reference A - Survey Research Laboratory U. of I. May 1974 - Table 5, Page 24 and Reference A - Survey Research Laboratory U. of I. - Table 4, Page 23.

6. At the onset of desegregation, surrounding public school districts were aloft to 151. Due to the current high quality of District 151 program developed through hard work and funds won from various sources, other districts are beginning to visit District 151 and adopt its' many innovative programs.

7. Within the 151 schools, all schools are racially balanced with approximately 41% black and 59% white student enrollment. The faculty and staff are integrated and racially balanced--with 30% black and 70% white. Reference B - Student Ratio Composition .

8. Students sometimes carry to school the prejudices and racial problems assimilated in the home. Reference A - Survey Research Laboratory U. of I. May 1974 - Table 30, Page 66.

9. Children really do not mind the bus ride; however, parents, black and white, still resent their children not walking to school. They voice complaints occasionally which are really not founded in facts related to the bus ride. Reference A - Survey Research Laboratory U. of I. May 1974 - Table 37, Page 78, Table 15, Page 40 and Table 17, Page 43.

10. Teachers talk about and are learning to teach and work with students in becoming aware of values; however, the teachers need much more self analyses to realize the basis of their own values, biases and prejudices,

10. (continued) before they can be really successful in directing children to rationally examine their own. Reference A - Survey Research Laboratory U. of I. May 1974 - Table 56-57, Page 109-111.

11. Teachers observed by University consultants are very humane in their relationships with the children. Only a few students feel that some teachers favor one race over the other. Reference A - Survey Research Laboratory U. of I. May 1974 - Table 35, Page 75.

12. Although the district has made great strides to individualize its' instruction, particularly in reading and math, many students wishing very much to succeed--fail and do not achieve what they aspire. Reference A - Survey Research Laboratory U. of I. May 1974 - Table 38, Page 81-83.

13. Although students prefer bi-racial friendships and like desegregated schools, some students fear their fellow students who are of the opposite race. Reference A - Survey Research Laboratory U. of I. May 1974 - Table 28, Page 64 and Tables 31-33, Pages 69-71.

14. There is a difference in numbers and interests of blacks as contrasted to white parents who participate in parent interviews. Both black parents and white parents need to be encouraged to attend school functions and become more active in the PTA. Reference C - Home/School Counselors Report.

15. Although teachers work hard and make many sacrifices, including reduced pay and minimum fringe benefits, they have produced a quality school program. The teachers feel that due to the court order the community as a whole does not support their efforts. Reference A - Survey Research Laboratory U. of I. May 1974 - Table 45, Page 69.

16. Orderly desegregation requires staff in-service training and community preparation before the mixing of bodies. In 151 the plan was enforced immediately, without planning or preparation. (Reference G- Consultants' Report)

17. An orderly, efficient, disciplined, individualized school program is the key to maintaining an integrated school system and preventing white flight. Studies indicate if public schools become predominantly black (more than 50%) more than half of the white parents of public school children would move. A significant number of white parents would move if the felt the need for a better quality school program. Reference I- Survey Research Laboratory U. of I. April 1975. However, time and money are two basic commodities in short supply which are essential to accomplishing this end.

18. White or black teachers that did an adequate job in working with all-white or all-black classes of students prior to desegregation have found that with desegregation their old methods and techniques for teaching, diagnosis, and setting expectations are no longer appropriate. (Reference H - Report of a Human Relations' Project)

19. Pre-school children enter the formal educational setting with wide variations in readiness for learning, verbal development, and experiential background. Reference D - Pre-Kindergarten Children Scores.

20. According to date, 40% of the white student body fled to private and parochial schools during the first three years of desegregation. This phenomenon was a catostrophic threat to the racial balance of the school system and the stability of the community. The accompanying loss in state aid that occured four years after desegregation almost brought about the financial collapse of the district. Reference E - Close-Up financial study. The Board resorted to borrowing by resolution rather than referendum and managed to keep the district afloat. During the four years subsequent to 1968 and Prior to the financial crisis of 1972, the only monies provided by the Federal Government fell under Titles 45 and IV--to be used for teacher in-service training. The Board and staff realized the necessity for the production of a quality school system and the winning of community support in order to stabilize the school system. Progress has been made. Recent studies indicate that the racial balance has stabilized.

PRIORITY OF NEEDS:

Based upon a careful review and study of the many varied sources of information available in District 151, and summarized in the previous section (Background Information,) four basic needs have been identified:

1. The need to gain wide community support after desegregation.
2. The need to recruit and organize parents of children attending District 151 into active involvement in the total educational team.
3. The need to continue to develop a high quality total educational program which meets the needs of children as a means for increasing the holding power of the district and maintaining the present pupil racial balance.
4. The need to continue to train teachers to effectively individualize student instructional programs - in the cognitive, affective, and psychomotor domains -- as a means for increasing the holding power of the district and maintaining the present pupil racial balance.

District 151 is currently attempting a wide variety of approaches to meet the needs, as listed above. The District is involved in the Title III project, as well as several others -- with similar needs assessment priorities. Gordon L. Hoke, in his 1975 Interim Evaluation Report (Reference F) states that, "In my judgement, this project has done more to integrate itself with other categorical programs than any of my experience, including a statewide evaluation of Title III projects conducted by CIRCE in 1969." (page 4 of report)

The Title III Needs Assessment reveals that parents, community, teachers, and students must be affected by the project. Approaches, techniques, and methods must be continued which aim at high quality educational experiences for children. Parents and community must be involved in these attempts -- as well as be informed regarding what is being attempted.

The four isolated needs can, therefore, be summarized in a restatement of Basic Need I -- the need to gain wide community support of desegregated School District 151. This need underlies the basic intent of the other stated needs, regarding recruitment of parents, development of high quality educational programs, and training of teachers. If District 151 can continue to develop and maintain high quality educational programs for District pupils, and in the process improve teachers' skills - as well as involve parents from birth throughout the grades -- Basic Need I will be met. Community support of desegregated School District 151 will be achieved.

PHILOSOPHY AND PSYCHOLOGY

Following is the Philosophy of Education and Psychology of Learning employed by District 151 in the design of all educational programs. These documents represent the guiding principles upon which all curriculum and program is developed:

PHILOSOPHY AND PSYCHOLOGY FOR LEARNING

A philosophy of education must necessarily begin with a philosophy of life. The means and ends of the school, or educational philosophy, are determined by the manner in which the educator views the important means and ends of the culture, as well as the ultimate individual the society hopes to produce.

District 151 feels that first and foremost the United States is a democracy. The American culture aspires to create individuals who have achieved independence -- intellectually, economically, psychologically, physically, and emotionally. The individual will ideally be a full participant in the democratic life, striving and interested in improving the democratic life.

The child is born a biological organism with the inherent, and solely human ability, to become a social being. It is through the child's interaction with already socialized humans that he becomes socialized.

No child is born a "good" child or a "bad" child. The child is the product of the quality and nature of his experiences in socialization. Although the individual may be born with certain limiting characteristics such as low intelligence, physical defects, or mental defects, he is never born "good" or "bad." The child learns to think of himself in terms of the way he perceives others think of him. The child determines the nature of the world through the way in which he perceives experiences he has in the world. Basically, the child develops through his experiences. If his experiences are good ones, he will develop into a favorably socialized individual within a democratic society. If however, his experiences are poor ones, he will develop unfavorably. It is entirely possible that the child's realm of experiences may be lacking or extremely limited. In this event, development into any type of socialized being is retarded.

There are certain forms of behavior which are unacceptable to the democratic way of life. Democracy implies a certain interest in the common good. Behavior which works to the detriment of the common good must be avoided. The child, in becoming socialized, must evaluate his experiences. A certain sense of moral behavior is developed if the child's experiences have enabled him to gain an understanding of the true nature of a democracy. Ideally, each individual will achieve a sense of obligation to perform only morally acceptable actions. Each individual will associate consequences with his actions. He will act thoughtfully reflecting on conceptions of good and bad gained from experiences, and evaluating consequences.

All individuals are born with certain wants. One can name air, food, water, love, and success as the inborn needs. Through experience, the individual acquired other needs. A few examples of acquired needs are: a lavish home, automobile, or mink coat.

Experiences in America's modern democratic society are wider and more varied than ever before due to the rapid rate of change. The changing nature of democratic society also influences the educational philosophy.

EDUCATIONAL PHILOSOPHY

From District 151's philosophy of life in a democracy, an educational philosophy becomes readily apparent.

First, the child must learn the culture. He must learn how to live his culture. The child accomplishes the above primarily through experience. By living and experiencing in his culture, he learns his culture and the nature of life within it. The job of learning the group culture is begun long before the child enters school. Nevertheless, the school can aid in the task by structuring certain experiences which will promote a better understanding of the culture. The school can assume the very important job of creating an appreciation of the culture within

the individual. Provocative questions, examples, and knowledge can lead to such an appreciation through better understanding. Independent reading skills can also assist students in appreciating the culture.

It was previously stated that ideally each individual in a democracy would attain intellectual, economic, psychological, physical, and emotional independence. The schools can contribute to this aim in a great many ways. To foster the democratic ideal of independence with in the classroom, the classroom must itself be democratic. The child can attain intellectual independence only if critical thinking and curiosity are encouraged. Ideas should not be forced upon the child, either knowingly or unknowingly. The child should learn to recognize the power of the intellect. The teacher acts as a guide for learning experiences, rather than merely spitting out facts to be memorized like a ticker-tape.

Economic independence, the cornerstone of democratic America, can only be achieved if all individuals receive a good education and build basic reading skills.

The schools can also play a part in assisting the child to gain in physical independence. The current trend toward physical fitness programs is an example. Schools and educators can encourage physical independence through classroom work emphasizing the importance of exercise and good health practices. Sensory - perceptual - motor development is also important in total physical growth.

Psychological and emotional independence is nurtured best in a sound psychological framework with a minimum of emotional strain. The school must do it's utmost to assure that it promotes a sound psychological and emotional framework for the share of the pupil's life for which it is responsible. Also, guidance and psychological services must be available to aid children with disturbances in this area. Success and progress must also be part of all learning.

In order to encourage full-participation and interest in improving the democratic society aforementioned in the philosophy of life, the schools must teach dependence. Each individual must realize his dependence on society for his own independence. Without the assistance of other socialized individuals, the child could never realize his potential as a human-being. The good life Americans enjoy is the result of social group life, an interactive process in which everyone works in a harmonious whole. While in one sense, as previously discussed, schools attempt to make individuals economically independent, these same individuals must be taught to realize that they are economically dependent on the working of our complex economic system as well. If children can be taught to regard their behavior as an integral part of the total society, they will also regard full-participation and improvement of the democratic life as personal. The children will grow into adults who appreciate the significance of their activities for them, as well as for the total society.

According to our basic philosophy, experience plays a key role in the forming of the individual. Therefore, the school should provide many experiences which the child can effectively assimilate. These experiences should be of good quality and worthwhile nature. The school should be a place where living and socializing occurs.

Because the present philosophy believes that children are basically good, the schools must teach the value of each individual - no matter what race, color, creed or physical, or mental problems that may exist. Understanding and tolerance of all peoples is a vital part of the educational program. The schools must also be equipped to deal with the problems of various children handicapped physically, mentally, or by poor experiential background.

The schools should constantly encourage good moral behavior and moral judgment within the child's personal reasoning.

Schools and educators must also prepare individuals to satisfy their primary and acquired needs. A sense of proportion in regard to acquired needs should be cultivated.

During this time of constant change, schools must assume the responsibility for teaching children to cope with change. They must understand the significance of change. They must be willing to accept change and even to welcome it. Educators today must teach children to live amid conditions which do not even exist at the time of formal education. Only if children have learned to think and accept change will they be able to deal with the world of tomorrow. The controversy of whether subject-matter should be traditional or functional appears to be a question of what mixture of each. A certain amount of worthwhile traditional subject-matter must be intermingled with a proper and timely amount of functional training to best prepare the individual for future life in our democratic society. The subjects studied, no matter what the area, must be attacked with vigor and interest. Excellence, constant improvement, and real understanding are the ultimate and perennial goals in every learning area, however, strength in the basics of reading, math, and language must be the cornerstone of all learning activities. The basics, plus a sincere desire and interest in learning, will provide students with the tools they need to continue the educational process - long after their formal educational experience has terminated. School District 151 must teach students to teach themselves and give them the basic tools necessary to accomplish this goal.

PSYCHOLOGY OF LEARNING

1. A child's intellectual development is so bound up with his overall development that a teacher needs to be concerned with overall progress toward maturity.

2. Maturity may be regarded as including: a) understanding and accepting oneself; b) developing and using one's capacities; c) meeting reality without undue stress; d) feeling a concern for others; and e) participating creatively in one's world.

3. The life cycle is continuous, but there are certain well-defined stages of growth within it through which all children seem to pass.

4. Each stage of growth has certain characteristics of physical and behavioral development which differentiate it from other stages. There are, for example, behaviors which are regarded as appropriate for one stage of development but inappropriate for other stages.

5. Becoming mature is a cumulative process. Each stage of growth builds upon what has gone before, good or bad. Each stage has its own criteria of maturity.

6. Growth involves both heredity and environment in a complex interactive process.

7. A healthy environment is necessary if a child is to realize his growth potential furnished by his heredity (physical and intellectual). An unhealthy environment stunts growth and distorts it.

8. "Average" is a statistical concept. Half of the children in any unselected group will fall below the median; therefore it cannot be used as a "norm" or an expectancy figure for all the children in the group.

9. Expectancies for achievement and for other aspects of growth and learning of any individual child should be formulated in terms of his own pattern of growth.

10. Some learnings "come naturally" through ordinary life experiences; others require specific teaching. In between, much learning can be made more efficient and certain by teaching.

11. Even for the things that must be taught, growth exerts an important and continuing influence on how much is learned and how it can best be learned. In fact, in many cases, speed and extent of learning seem more able and related to growth than to special teaching: the older and more intelligent the child, the faster he learns and the better he scores on achievement tests.

12. We do not know to what extent there are "critical times" for most school learning. In general, we assume that once the capacity is there, the sequence in which concepts and skills are taught is more important than the exact timing. We do know that teaching before a child is ready at the necessary developmental level is futile and may do great damage to the child.

13. Behaviors which are rewarded (reinforced) are more likely to recur.

14. Sheer repetition without indications of improvement or any kind of reinforcement is a poor way to attempt to learn.

15. Threat and punishment have variable and uncertain effects on learning; they may make the punished response more likely or less likely to recur; they may set up avoidance tendencies which prevent further learning.

16. Reward (reinforcement) to be most effective in learning must follow almost immediately after the desired behavior and be clearly connected with that behavior in the mind of the learner.

17. The type of reward (reinforcement) which has the greatest transfer value to other life situations is the kind one gives oneself -- the sense of satisfaction in achieving purposes.

18. Learners progress in any area of learning only as far as they need to in order to achieve their purposes. Often they do only well enough to "get by" with increased motivation they improve.

19. Learner motivation - conscious or unconscious - is necessary for learning: no motivation, no learning.

20. Probably no one is unmotivated, but people are motivated in different directions, and the direction of motivation determines the direction learning takes.

21. Motivating pupils to learn is a more dynamic problem than mere surface manipulation. Whether a given technique "works" or not is having much to do on the self-concept of the learner and his already present motivations.

22. Both teachers and pupils enter the classroom with goals and expend effort toward reaching them. These goals may be in harmony, in opposition or without relation to each other.

23. Children have both physiological and psychological needs. They have a vast potential for responding to other than tissue needs. To understand is as real a drive as to eat.

24. There is evidence that physiological, safety, and adequacy needs must usually be minimally met before "higher" needs can emerge and dominate behavior. The goals a child is ready to adopt will depend on the needs he is trying to meet.

25. Anyone welcomes activity that enhances his feelings of worth and capability.

26. One's self-picture is important in determining the type and level of one's aspirations.

27. Effort is expended toward one's own goals, not toward someone else's. A teacher who tries to get effort directly by using pressure, rewards, or threats is overlooking this psychological fact and is concerned with his own goals rather than with the learners'.

28. If a teacher can build an absorbing interest and help pupils to accept a clearly understood goal, he can then concentrate not on inducing effort, but on guiding it. Learning then becomes self-propelled, with the teacher's function that of helping the student to get maximum returns for effort expended.

29. To put forth effort, one must expect to get something out of it. This implies a perception of likely or at least possible success.

30. One's anticipation of success depends partly on the difficulty of the present task and partly on one's past balance of success and failure. A child who sees success as impossible for him will eventually protect his self-esteem by seeking for his satisfactions elsewhere.

31. Competition in which a few always win deprives the others of any chance of success, and eventually they cease to try.

32. Level of aspiration tends to be more realistic when one is usually successful than when one often fails: after failure, one's level of aspiration may be either unrealistically high or low.

33. Many psychological needs are met through interactions with age-mates. An able child will feel free to do his best work only if he can do so with no threat to his position in his social group. If he is put to a position in which he must choose between his need to develop and use his potentials and his need to be accepted and approved, he may choose the latter and do mediocre work.

34. Children with different personality needs respond differently to the various patterns of teacher control. There is no one "best" for everyone design.

35. A learner working toward goals in which he sees great value a) puts forth maximum energy and effort b) is more imaginative and creative c) takes more responsibility for his own learning, and d) is more likely to remember and consolidate new material with what he already knows.

36. Self-propelled, self-responsible learning is mature learning -- the kind of learning that will continue long after school days are over. If maturity is our goal, the habit of such learning should be one of the central aims of teaching. In our complex age, the ability to continue to learn -- under one's own steam -- is now as essential as mastery of any particular body of information.

37. Children are more apt to throw themselves wholeheartedly into any project if they themselves have participated in the selection and planning of the enterprise.

38. Reaction to excessive direction by the teacher may be: a) apathetic conformity b) defiance c) scape-goating d) escape from the whole affair.

39. Pupils think when they encounter an obstacle, difficulty, puzzle, or challenge in a course of action which interests them. The process of thinking involves designing and testing plausible solutions for the problems as understood by the thinker.

40. The most effective effort is put forth by children when they attempt tasks which fall in the "range of challenge" -- not too easy and not too hard -- where success seems quite possible but not certain.

41. According to some studies, many pupils experience so much criticism, failure, and discouragement in school that their self-confidence, level of aspiration, and sense of worth are damaged.

42. No two children make the same response to any school situation. Differences of heredity, physical maturity, intelligence, motor skills, health, experiences with parents, siblings, playmates; consequent attitudes, motives, drives, tastes, fears -- all these and more enter into production of each child's unique reaction. Children vary in their minds and personalities as much as in their appearance.

43. Pupils vary in not only their present performance, but also in their rate of growth and the "ceiling" which represents their potential growth and learning achievement. Some "late bloomers" may eventually surpass pupils who seem far ahead of them in grade school.

44. Gains in intelligence test scores by children are positively related to agressiveness, competitiveness, initiative, and strength of felt need to achieve.

45. Pupils grouped by ability on any one kind of test (age, size, I. Q. reading, arithmetic, science, physical fitness, etc.) will vary over a range of several grades in other abilities and traits.

46. Children tend to select groups, reading matter, TV shows, and other influences which agree with their own opinions; they break off contact with contradictory views.

47. Children remember new information which confirms their previous attitudes better than they remember information which runs counter to previous attitudes.

SOURCES FOR PSYCHOLOGY OF LEARNING:

Breckenridge, Marian E. and Vincent, E. Lee, Child Development, W. B. Saunders Company, Philadelphia, 1966.

Lindzey, Gardner and Hall, Calvin S. Theories of Personality, John Wiley and Sons, Inc., London, 1957.

Ruch, Floyd L. Psychology of Life, Scott, Foresman and Company, Chicago, 1958.

NARRATIVE

District 151 has carefully assessed and analyzed its status and needs. Gordon L. Hoke, in his Interim Evaluation Report (see Reference F, page 2) comments on the vast number of surveys, documents, and reports prepared and states that District 151 should be commended for its efforts in this realm.

The most basic and over-riding need to be isolated is that of gaining community support of Desegregated School District 151. This need will be met by providing a high quality educational program for children by improvement of staff teaching skills and involvement parents and community as members of the total educational team. In addition, information and communication systems must remain open between District and students, parents, staff, and community.

Therefore, the broad goal of this Title III project is that of increasing the areas of support and reducing the areas of non-support for School District 151 discovered by comparing the community values, goals, and moral obligations with the existing purposes of the school system.

This goal will be met by the continuation of a multi-faceted Title III project, containing the following basic components:

Community Relations Program

Citizens' Advisory Council

Adult-Student Information Program

Parent-Child Development Program

Professional Staff Development Program

Fine Arts Program

These many components provide a wide variety of means for increasing and gaining community support. Open communication is maintained, citizens are involved in the operation and goal statement for the District, adults and students are offered high quality educational opportunities, and parents are assisted in developing home teaching skills. In addition, student learning environment is greatly improved through: improved professional skills of teachers in all domains of education (cognitive, affective, and psychomotor;) personalized individual curricula - prepared through the use of the Student Learning Profile; and enhanced self-image and human relations - facilitated through the fine arts program. Finally, students, parents, staff, community, and other interested educators can share the findings, developments, and information gained as a result of District 151 participation in the Title III project, through the widespread dissemination component.

The following objectives clarify these goals and activities:

Given twelve months of participation in the Title III Project, District 151 will establish a community relations program which will promote two-way communication between School Board, administrators, teachers, students, parents, and citizens, as evidenced by their ultimate support of, and participation in, District 151 special events and daily operation.

Given twelve months of participation in the Title III Project, District 151 will maintain, expand, and promote the operation of the Citizens' Advisory Council, as evidenced by records of meetings, expanded and revised goal statements, and improved school-community rapport.

Given twelve months of Title III project participation, District 151 will maintain and extend the Adult-Parent and Student Information Program at the Roosevelt Community Education Center as evidenced by the continued operation and increased use of the Center.

Given twelve months of Title III Project participation, District 151 will continue to develop approaches, techniques, and programs designed to facilitate the realization of high parent and student educational aspirations, as evidenced by increased student achievement and improved survey results.

Given twelve months of Title III Project participation, District 151 will provide human relations opportunities and activities leading to improved racial understanding, as evidenced by survey results.

Given twelve months of participation in the Title III Project, District 151 parents will become active child advocates and members of the total educational team -- as evidenced by use of mini-bus facilities and services, attendance at parent-child education classes, and increased reinforcement of school-based learning within the home setting.

Given twelve months of participation in the Title III Project, District 151 staff and administrators will be given opportunities for in-service training, on-the-spot guidance, consultation, and workshop participation -- designed to increase their effectiveness in working with students, parents, and community, as evidenced by improved skills in teaching, value clarification, communication, interaction analysis, and curriculum development.

Given twelve months of participation in the Title III Project, District 151 staff will increase learning motivation and individualization as evidenced by the use of special design teaching aids constructed in the Developmental Lab at the request of the teacher.

Given twelve months of participation in the Title III Project, District 151 staff and administration will engage in professional enrichment activities -- as evidenced by use of materials and literature in the Teacher Renewal Resource Center.

Given twelve months of Title III participation, District 151 will provide a wide variety of opportunities and media designed to build positive self-concepts and promote better ethnic and racial understanding of the diverse cultural backgrounds within District 151 -- as evidenced by improved self-expression skills, creativity, individual talents, and human relations.

Given twelve months of participation in the Title III Project, District 151 will continue the compilation and use of the Student Learning Profiles, as evidenced by analysis of student learning styles; development of individualized teaching strategies; and improved individualization of instruction in the cognitive, affective,

and psychomotor domains.

Given twelve months of participation in the Title III Project, District 151 will initiate a widespread program of dissemination, designed to inform interested parents, community, staff, students, and educators in other Districts of the findings and developments resulting from the past three years of Title III operation within the District.

District 151 was the first northern Court ordered desegregated school system. Community racial attitudes and hostility toward bussing can only be blunted through successful school integration where success is measured in student achievement for all pupils. Prior studies have indicated that community members do NOT support the district. (See reference materials) The University of Illinois Research Laboratory Study, as well as the study reported in the Close-Up (see reference materials) reveal that citizens do not provide financial support. Referendum are defeated regularly. Therefore, this Title III project will seek to meet the objectives, as listed above, as a means for providing an invigorating, stimulating educational atmosphere within School District 151. This educational setting will be one in which students, parents, and community can take advantage of the opportunities existing. Open communication and continuous professional development and enrichment will exist to provide a means for ongoing dialogue and self-improvement.

CORRELATION OF TITLE I, TITLE II, TITLE III N.D.E.A., TITLE III, TITLE VII, SWRL, GIFTED AND ILLINOIS NETWORK

District 151 has attempted to combine a variety of federal and state grants into a comprehensive program of community-focused activities, as well as integrating useful and functional school programs in desegregated classrooms that meet specific needs of individual children. The Title III proposal provides for personnel and activities to utilize the areas of compatability held by the community, teachers, and students as a basis for better understanding and support of District 151.

The V.I.S.I.O.N. Title VII program has played an important supportive role in implementing our Title VII S.C.O.R.E. program. The assistant programs, typists, clerical, library, perceptual and classroom tutors has relieved the classroom teachers of certain responsibilities making them more effective in the goal of individualizing education in our S.C.O.R.E. program.

Title VII ($368,000) lends support to the Title III program by providing the additional personnel to implement a reading program which provides an equal educational opportunity for all children.

District 151 has been funded in the amount of $10,000 by the Illinois Network for School Development for planning a Careers Program for grades K through 6, in the District 151 schools, as well as Calvin Christian School and St. John the Baptist School. Lists are being compiled of business and industrial plants where students may visit on a field trip

and also of job opportunities in the area showing basic qualifications. This is being done in order to ensure that the educational programs being offered to our students are the kind to prepare them to fit into the various career opportunities in the area.

District 151's Gifted Program has received $3,404.00 which is used to purchase materials for our pre-school, Great Books, and Inter-cultural Studies programs in all the district schools. Materials for the SWRL program are also purchased from the Gifted funds.

Title II, which involves $3,640.50 provides for the acquisition of school library resources. The purchases are coordinated throughout the school district by the librarians and coordinating teachers. The money spent (50% books, 5% periodicals, 25% filmstrips, 20% in recordings) is primarily for library use.

District 151's Title III of the National Defense Education Act (N.D.E.A.) money ($1,022.82) was spent for the acquisition of instructional equipment and materials in the areas of social studies. Inter-cultural materials, filmstrip study maps of Illinois and of the Earth as well as an Atlas were purchased under these funds.

Title I funds ($64,649) provide improved educational opportunities for educationally deprived children with reading diagnosticians, reading laboratories, aides, and personnel to deal with problems of attendance. Materials are made available under this title program for testing and diagnostic purposes as well as providing necessary experiential background.

A quality school program is an essential ingredient of a desegregated school system. Through the correlation of these federal and state funds this attempt is being made.

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
SPRINGFIELD, ILLINOIS 62706

TITLE III, ESEA, STATISTICAL DATA

SECTION I - PROJECT INFORMATION

A. REASON FOR SUBMISSION OF THIS FORM (Check one)

☐ 1. INITIAL APPLICATION FOR TITLE III GRANT ☐ 2. RESUBMISSION ☒ 3. APPLICATION FOR CONTINUATION GRANT ☐ 4. END OF BUDGET PERIOD REPORT

B. ILLINOIS GRANT NUMBER (In all cases except initial application, give assigned Illinois Grant Number)
5410-2-74

C. MAJOR DESCRIPTION OF PROJECT: (Check one)
☒ 1. INNOVATIVE ☐ 2. EXEMPLARY

D. TYPE(S) OF ACTIVITY (Check one or more)
☐ 1. PLANNING ☐ 2. CONDUCTING PILOT ACTIVITIES ☒ 3. OPERATION OF PROGRAM

E. PROJECT TITLE
Winning Public Support of a Desegregated School System

F. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT
A school district does not exist in the United States that has discovered the principles that must be followed to gain (white and black) community support (financial and otherwise) of a desegregated school district. This proposal seeks to utilize the principles discovered from the University of Illinois surveys and other sources as a basis for testing the validity of these findings. The resistance of the community to support this school district, if it continues, will destroy the public education of its own children.

G. NAME OF COUNTY
Cook

H. NAME OF APPLICANT (Administrative District)
School District 151, South Holland
PHONE (Include Area Code)
312-339-1516

I. ADDRESS (Street, City, Zip Code)
16001 Minerva, South Holland 60473

J. PROJECT DIRECTOR
Mary Jo Fox
OFFICE PHONE (Include Area Code)
312-596-4950

K. OFFICE ADDRESS (Street, City, Zip Code)
320 E. 161st Place, South Holland 60473

L. SUPERINTENDENT (Administrative District)
Dr. Thomas E. Van Dam
OFFICE PHONE (Include Area Code)
3-2-339-1516

M. OFFICE ADDRESS (Street, City, Zip Code)
16001 Minerva, South Holland 60473

N. TYPE OF PROPOSAL (Check one or more)
☐ PROGRAM FOR HANDICAPPED ☐ DEMONSTRATION PROGRAM ☒ NEITHER
PERCENTAGE OF EXPENDITURES FOR HANDICAPPED 0 %

O. AVERAGE PER PUPIL (ADA) EXPENDITURE (first preceding year)
$930

AVERAGE PER PUPIL (ADA) EXPENDITURE (second preceding year)
$1020

P. DISTRIBUTION OF STUDENTS BY AREAS SERVED

0	Inner City	5%	Pre-Kindergarten Program
0	Geographically Isolated Areas	5%	Program for Handicapped
42%	Program for Minority Group	48%	Other

Q. OF THE TOTAL NUMBER OF PERSONS SERVED GIVE THE PERCENTAGE OF CHILDREN WHICH COME FROM FAMILIES WITH ANNUAL INCOMES OF:

1. 5 % $2000 or less
2. 15 % $2001 - $3000
3. 80 % over $3000

We have almost 400 Title I children in the district.

DATE SUBMITTED
May 30, 1975

SIGNATURE OF SUPERINTENDENT (Administrative District)
Thomas E. Van Dam

OSPI 66-05 (3/72)

SECTION II BUDGET SUMMARY FOR PROJECT (Include amount from item G 3 below)

	ILLINOIS GRANT NO.	BEGINNING DATE	ENDING DATE	FUNDS REQUESTED
A. INITIAL APPLICATION OR RESUBMISSION		June, 1973	July, 1974	$ 91,697.00
B. APPLICATION FOR FIRST CONTINUATION GRANT		June, 1974	July, 1975	265,944.00
C. APPLICATION FOR SECOND CONTINUATION GRANT		June, 1975	July, 1976	246,470.40
D. TOTAL TITLE III FUNDS		June, 1973	July, 1976	604,,111..40
E. END OF BUDGET PERIOD REPORT				

Complete F and G only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested.

F. TYPE OF FUNCTION (Check applicable items)
☐ REMODELING OF FACILITIES ☒ LEASING OF FACILITIES

G. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY

SECTION III -- ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

A. PROJECT ENROLLMENT AND PARTICIPATION		GRADES PRE-K	K	1	2	3	4-6	7-8	ADULT (Exclude Teachers)	OUT OF SCHOOL YOUTH HDCPD	TOTAL	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING PROJECTS
1. School Enrollment in Geographic Area Served	(a) Public	130	157	159	157	134	457	375		56	1625	80
	(b) Non-Public											
2. Persons Participating in Project	(a) Public	130	157	159	157	134	457	375		56	1625	80
	(b) Non-Public											
	(c) Not-Enrolled											

B. TOTAL NUMBER OF PARTICIPANTS BY ETHNIC GROUP (Applicable to figures given in item above)

WHITE	NEGRO	AM. INDIAN	PUERTO RICAN	ORIENTAL	MEX. AMERICAN	OTHER (Specify)	TOTAL
920	672	1		8	24		1625

C. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY LOW SOCIO ECONOMIC AREA	SUBURBAN	OTHER
PERCENT OF TOTAL NUMBER SERVED	0	0	0	100%	

SECTION IV -- PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

A. PERSONNEL PAID BY TITLE III FUNDS	STAFF ASSIGNED TO PROJECT FULL-TIME	PART-TIME	FULL-TIME EQUIVALENT
1. ADMINISTRATION SUPERVISION	5	2	
2. TEACHERS: (a) Pre-Kindergarten			
(b) Kindergarten			
(c) Grades 1-6			
(d) Grades 7-12			
(e) Other			
3. SUBJECT-MATTER SPECIALISTS (Artists, Scientists)	*as need for staff development		
4. TECHNICIANS (Audiovisual, Computer Specialists)			
5. PUPIL PERSONNEL WORKERS (Counselors, etc.)			
6. MEDICAL AND PSYCHIATRIC PERSONNEL			
7. RESEARCHERS, EVALUATORS			
8. PLANNERS AND DEVELOPERS			
9. DISSEMINATORS (Writers, Editors, P.R. Personnel)	1		
10. OTHER PROFESSIONAL		2 John McGill U of I Barbara Kaczen Chicago State	
11. PARA-PROFESSIONAL (Teacher Aids)			
12. OTHER NON-PROFESSIONAL (Clerical, Bus Drivers)	4	1	

B. NUMBER OF CONSULTANTS TO BE PAID BY TITLE III FUNDS	TOTAL CALENDAR DAYS RETAINED
2+	

*as required by professional staff

OVERVIEW - COMMUNITY RELATIONS COMPONENT

The major objective of this segment of the Title III project is to provide a vehicle for open communication to all members of the school community -- both external and internal. Channels are made available to express opinions and concerns about their school district. The importance of community awareness regarding their schools cannot be over-emphasized. Citizens in today's society have a right to know what happens in their schools -- and District 151 has an obligation to keep them informed and involved.

Surveys, including the Fifth Annual Gallup Poll of Public Attitudes Toward Education -- have indicated that the need to keep citizens informed is crucial if increased support of schools is to become a reality. District 151 has a definite committment to this communication process. In the current Title III proposal, channels for two-way communication have been provided and instruments to communicate stressed. This proposal intends to broaden the scope of communications process and place emphasis on the internal aspects, as well. Teachers, staff, administrators, and children will be kept informed and involved -- on the internal level, while parents, citizens, and community leaders will be recruited and enlightened on the external level.

The District's communications system must be designed for all people -- and not just for isolated aspects of the school district population. This Title III proposal provides for a continuous, honest, two-way communications plan for all members of the School District 151 community.

NEED: To Gain Community Support of Desegregated School District 151

BROAD GOAL: To increase the areas of support and reduce the areas of non-support for School District 151 discovered by comparing the community values, goals and moral obligations with the existing goals and purposes of the school system.

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
Given twelve months of participation in the Title III Project, a Community Relations Program will be established which promotes two-way communication between School Board, administration, teachers, students, parents, and citizens, as evidenced by their ultimate support of and participation in District 151 special events and daily operation.	Director Center Director Secretary	Maintain Community Education Center at Roosevelt School as a location for teachers, students and community to meet, share ideas, obtain information, and produce useful materials for educational purposes.	Records kept of number of participants using Center facilities and types of meetings held at the Center.	July - June
	Public Relations Director	In-house newsletter to keep staff informed of district's student activities.	Increased faculty awareness of district's student functions.	Aug. - June
	Public Relations Director	Meet regularly, as much as possible, with the local municipal councils and mayors (South Holland, Phoenix, Harvey) of the school district.	Increased rapport and understanding by local officials of the workings of the school district.	July - June
	Public Relations Director Principals Teachers	Encourage more cooperation between students of public and private schools to include second annual art fair, science fair, learning activities and athletic events.	Increased support and understanding between school district and students.	July - June

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
	Public Relations Director	Involve Senior Citizens, parent groups and youth groups of the district in school student affairs through: visits, speakers, displays, teachers, students, aides, volunteers.	Record number of citizens in groups involved.	Aug. - June
	Public Relations Director Board PTA	Organize school attendance areas in both the black and white communities at the PTA Board level of each school: 1. referendum volunteer callers 2. referendum volunteer drivers 3. speakers bureau 4. PTA coffee klatches 5. school referendum parent volunteer staff 6. door to door volunteer reminding people of voting date. 7. area assignment for volunteers prior to referendum	Passage of referendum.	Sept. - March
	Public Relations Director Board	Organize referendum. Assistance at Board, administration and teacher levels. (same as above)	Passage of referendum	Sept. - April

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
	Public Relations Director	Conduct children training sessions taped on TV to provide children an opportunity to observe their behavior as a basis for class discussion; TV tapes actual on-going classroom scenes and situations.	Share taped TV activities for discussion by children of meaning and effect on total class of individual's behavior, recording: 1. suggestions for improvement 2. teachers' observations regarding effect on individual's future behavior.	Sept. - June
	Public Relations Director Staff Students PTA Presidents Advisory Council Board	Hold Student Council workshop, luncheon meetings with student leaders to review student relations, promote social understanding, pool ideas on discipline and on how to develop close school student cooperation	Record number of meetings; report student responses to questions, problems, to all segments of the school community via "Close-Up" district paper. Utilize ideas to revise school regulations, class procedures, schedules, etc.	Sept. - June
	Public Relations Director	Provide bus tours of classrooms and school visits for church, civic, social and community groups and leaders to show that the schools offer quality educational programs for the students in District 151, that teachers are concerned with student self-concept development as well as instruction. The schools are orderly and the children are well disciplined.	Record number of bus tours taken. Attendance of audience reaction to school programs and student activities by use of questionnaire.	July - June

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
	Public Relations Director PTA Presidents VISION Dir. Advisory Council Students Staff Board Teachers Administration	Establish an internal communication link between the administration, staff and parents through monthly meetings of the administration, teachers, DEA (union), teachers Instructional Cabinet, PTA Presidents, VISION and Community Advisory Councils.	Record number of showings, meetings, talks, etc. carried out.	July - June
	Public Relations Director	Place photographic displays in public buildings and malls of student creative activities developed in District 151 schools.	Increase support of school district by citizens of community. Better informed public.	Aug. - June

OVERVIEW - CITIZENS' ADVISORY COUNCIL COMPONENT

The Citizens' Advisory Council is a vital part of the total Title III Project, as well as the District. Its major purpose is to serve as an advisory body to the Board of Education of School District 151. The group advises the Board in developing and revising policies for the schools of the District. It also advises and works with school officials in ways mutually satisfying to the Citizens' Advisory Committee and the school officials in implementing policies and affecting change.

The Advisory Committee also interprets goals and needs of the school district to the community, and relays concerns regarding the school district problems to the Board. It continuously studies the educational needs of the community and educational program. Communication is facilitated between school district officials and the Board and the people of the communities comprising the District.

Top priority assignments for the Citizens' Advisory Council relate to policy questions posed by the Board for future recommendations and reports. The Group also decides on independent policy studies, which also result in recommendations to the Board.

The Title III Project seeks to facilitate and promote the operation of this Citizens' Advisory Committee. Through its support, community representatives and School Board will develop mutually satisfying policies and programs.

NEED: To Gain Community Support of Desegregated School District 151

BROAD GOAL: To increase the areas of support and reduce the areas of non-support for School District 151 discovered by comparing the community values, goals and moral obligations with the existing goals and purposes of the school system.

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
Given twelve months of participation in the Title III Project, District 151 will maintain, expand, and promote the operation of the Citizens' Advisory Council, as evidenced by records of meetings, expanded and revised goal statements, and improved school-community rapport.	Citizens Advisory Committee Public Relations Director	Maintain Citizens Advisory Committee office at the Roosevelt School 1. to serve as a place for all Advisory Council meetings, community studies, a community information center for business, industry and citizens to learn about the school system;	Advisory Council meeting schedule, record number of queries, assistance given - keep log.	Sept. - June
		2. to promote the common goals of the black and white communities - a desire to live peacefully together with stable neighbors with no drop in standards or loss in property values and a common quality school system available to all the children by providing a form for discussion, study and advisory decision making to the Board and administration.	Keep minutes of all meetings, publish papers, keep files of recommendations.	Sept. - June

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
		Citizens Advisory Council to: 1. review school district activities and advise school Board 2. constantly review goals as practiced by the district 3. establish key-communicators in the community through the Advisory Council	Expand goals and increase community support of the district. Better informed public.	Sept. - June

ADULT/STUDENT INFORMATION COMPONENT

The Roosevelt Community Education Center was opened and is maintained through the use of Title III funds. One key aspect of its operation is the comprehensive Adult/Student Information Program. A wide variety of offerings and opportunities are available through the Roosevelt Center. Trained specialists from many varied fields participate in the project.

Through the Adult/Student Information Program, District 151 parents, community, and students are able to engage in activities that are of special interest to them -- as an individual. They are given the opportunity to experience a personally rewarding and fulfilling learning situation.

The Adult/Student Information component of the total Title III project is an attempt to win community support through the provision of high quality educational programs. District and community are united through the Roosevelt Community Education Center. The Adult/Student Information Program provides a vehicle for interaction between District and total community. Dialogue occurs and community and District become mutually more aware and responsive to each others areas of need and concern.

In planning the nature of content material for the Adult/Student Information Program, input from the community is considered and used as the basis for planning and developing offerings.

NEED: To Gain Community Support of Desegregated School District 151

BROAD GOAL: To increase the areas of support and reduce the areas of non-support for School District 151 discovered by comparing the community values, goals, and moral obligations with the existing goals and purposes of the school system.

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
Given twelve months of Title III Project participation, District 151 will maintain and extend the Adult-Parent and Student Information Program at the Roosevelt Community Education Center as evidence by the continued operation and increased use of the center.	Center Director	A. The director of the center will furnish and supervise Adult-Parent and Student Training and library resource center; 1. coordinating the use of the center, 2. schedule meetings, 3. coordinate parent-student transportation to the center, 4. arrange consultant seminars.	Record all meetings and number of participants of each meeting.	July - June
Given twelve months of participation in the Title III Project, District 151 will continue to develop approaches, techniques, and programs designed to facilitate the realization of high parent and student educational aspirations, as evidenced by increased student achievement and improved survey results.	Center Director	B. The Center Director and staff will operate a Library Resource Center that will offer a variety of educational games, books, audio visual and self-instructional materials to be used with: 1. Parents of pre-school children at the center and at home. 2. The library resource center will be extended to parents of grade school students, which will include books, self-instructional materials, etc.	Parents make comments on usefulness of materials selected and skills learned from materials. Record number of times parents used resource center. Center Director will keep record of number of people using facilities and inventory records of all materials.	July - June

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OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
		3. Center hours will be extended after school in order to make materials available for the Phoenix and Harvey Highlands areas which are without library facilities.		
	Center Director	C. Involve parents visited by the Home/School Coordinators in regular adult activities at the center arranged by the center director to train parents in: 1. Mini-Workshops held in the center to train parents in the selection and use of the appropriate instructional materials from the library resource center to be used at the center and at home with their children. 2. high school and career aspirations discussions with junior high school parents, teachers and students. 3. school and home discipline problems discussions. 4. specific school activities and program discussions requiring parent participation.	Record visits, keep a log on follow-up, compile lists of students and parents in the program. Keep anecdotal records of achievement, behavior, etc. prior to, during and at the end of the school year. Keep a record of number of meetings with students and parents. Record participants and community consultants of various career activities and "Career Week" program at junior high.	July - June

NEED: To Gain Community Support of Desegregated School District 151.

BROAD GOAL: To increase the areas of support and reduce the areas of non-support for School District 151 discovered by comparing the community values, goals, and moral obligations with the existing goals and purposes of the school system.

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
		5. carry out adult information programs and consulting services under the auspices of School District 151 such as nutrition, child care, social security benefits, budgeting, Adult Education courses coordinated through the local community college and universities, behavior modification, drug education home safety, sex education. delete	Record regular information program schedule; record university and college course presentation; record number of participants per session.	
Given twelve months of Title III Project participation, District 151 will provide human relations opportunities and activities leading to improved racial understanding, as evidenced by survey results.	Center Director	D. Through regular meetings arrange activities involving parents, students, teachers and staff in human relations activities and sponsor: 1. PTA sponsor 5 parlor meetings at home, school or in the center to build interracial understanding and parent cooperation providing a stipend for the cost of the meeting.	Subjectively evaluate tone of meetings; record attendance; spontaniety of participation and planning of next meeting, type activity. Better informed public; record number of meetings; effect of presentation of school district slides, talk exhibits, etc; tabulate areas of discussion, problems, and etc.	July - June

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
		2. Continue School Parent and Student Involvement Program (P.I.S.P. - use of the school by parents and students after school hours) for social and athletic activities to the other district schools. Promote a bus for some of the night activities-slimnastics, behavior modification meetings, adult programs, black history, history of the South Holland, Phoenix, Harvey areas, book clubs, etc.	Keep a record of the number of participants, types of meetings, shared ideas between schools promoting meetings.	July - June
		3. Hold parent-teacher meetings to devise ways in which parents can assist teachers to help their children succeed in school, in the community center or in district schools.	Record number of teachers, parents "sharing success in school responsibility" meetings; summarize problems and solutions in pamphlet or newsletters for community distribution.	

PARENT-CHILD DEVELOPMENT COMPONENT

District 151 has long been committed to the concept of responsible involvement of parents into the total educational team. In order to fully maximize the potential of children, parents must begin home-based experiential enrichment at birth. Parents' work with their children must then continue throughout the grades -- taking the form of continued experiential background, verbal development, and reinforcement of school initiated learning.

In order to facilitate the teaching role of parents, the Title III program utilizes a two-faceted Parent-Child Development Component, consisting of the Mini-Bus and Parent-Child Courses. The Mini-Bus is a traveling toy and book lending library. The Mini-Bus driver stops at homes throughout the District leaving materials for use with preschoolers. In addition, instruction is offered in the proper use of the materials, as well as their educational value.

Parent Courses are also conducted within the District. They are broken into two-year age spans -- beginning from birth and continuing to the age level of ten and over. Parents attend two sessions, in which basic child growth and development are discussed. They actually construct home-made teaching aids as part of the course and receive an individualized Student Home Learning Kit, with instructions regarding maximum use of the materials and their teaching value. The parents also share suggestions and ideas for other learning aids, as well as for raising children at the age level under consideration. All parents receive a copy of the Title III parent handbook for the age group.

NEED: To gain community support of desegregated School District 151

BROAD GOAL: To increase the areas of support and reduce the areas of non-support for School District 151 discovered by comparing the community values, goals, and moral obligations with the existing goals and purposes of the school system.

Staff: Reading Resource Mini-Bus Driver Consultants

OBJECTIVE	ACTIVITY	EVALUATION	TIME SCHEDULE
Given twelve months of participation in the Title III Project, District 151 parents will become active child advocates and members of the total educational team -- as evidenced by use of mini-bus facilities and services; attendance at parent-child education classes; and increased reinforcement of school-based learning within the home setting.	Increase experiential background of children between the ages of two to five years old through the continued use of the mini-bus.	Pre-test children in the fall using the Peabody Vocabulary Test (A) and informal inventory developed by teacher-resource driver. Post test children in spring, using the Peabody (B) and informal test.	Fall and Spring
	Continue to equip the mini-bus with instructional toys, games, and books which assist in the development of gross and fine motor skills, body image, cominance, laterality, perceptual skills, basic language, and vocabulary.	Actual maintenance and operation Evaluation of toy selection by Project Director and consultant.	Ongoing
	Explain the use and educational value of toys to parents in terms of area to be developed.	Records kept of visits made to homes.	ongoing
	Direct sequential selection of toys appropriate for the age and developmental level of the child.	Noting of toy selection choices of parents made by mini-bus teacher-resource driver.	Ongoing
	Assist the parent in using everyday environmental themes within the household to develop vocabulary and language	Pre and post-test using Peabody Language test (described above.)	Fall and Spring

NEED: To gain community support of desegregated School District 151

BROAD GOAL: To increase the areas of support and reduce the areas of non-support for School District 151, discovered by comparing the community values, goals, and moral obligations with the existing goals and purposes of the school system.

Staff: Reading Resource Mini-Bus Driver
Consultants

OBJECTIVE	ACTIVITY	EVALUATION	TIME SCHEDULE
	delete Equip mini-bus with pop-top to facilitate comfortable use and provide for standing head-room.	Actual installation of pop-top	July, 1975
	Seek suggestions from the pre-kindergarten and kindergarten teachers regarding purchases and areas for stress with parents.	Record kept of contacts and suggestions made.	ongoing
	Examine professional research and literature regarding information necessary for successful preschool parenthood.	Compilation of professional literature relating to parent education.	ongoing
	delete Use mini-bus as mobile lending library during the summer months.	Noting number of stops made and amount of books borrowed.	July, August

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Staff: Reading Resource Mini-Bus Driver
Consultants

OBJECTIVE	ACTIVITY	EVALUATION	TIME SCHEDULE
	Conduct workshops in the Fall and Spring for those parents interested in home-based education.	Noting of workshops conducted. Noting of number of parents in attendance.	Fall and Spring
	Organize the workshops as follows: Two workshops per level - birth to one, one to two, two to four, four to six, six to eight, eight to ten, ten and over	Observation by project director. Examination of materials prepared and distributed.	ongoing
	Distribute Parent Help booklets written to assist parents in understanding children at the age level involved and stressing home-based teaching techniques and home-made learning aids.	Noting of number of booklets distributed.	ongoing
	Actually construct a home-made learning aid while parent attends class.	Examination of projects made by parents. Recording of suggestions made by parents for additional projects.	during course
	Use learning aid with child - under the direction of the consultant.	Observation by consultant	once per course
	Train parents to work effectively with their own children to bring up		

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Staff: Reading Resource Mini-Bus Driver
Consultants

OBJECTIVE	ACTIVITY	EVALUATION	TIME SCHEDULE
	school achievement and learning attitudes Train parents in: a. the use of the kits b. behavior modification c. analysis and discussion of home attitudes and motivation d. career aspirations e. school and home discipline problems f. perceptual problems g. home reinforcement activities h. role of parent in the total educational team	Questionnaire administered at second of each two-session course	Fall and Spring
	Distribute individualized student kits. Prepare guide to distribute with kit - listing each item with educational value and suggestions for use.	Noting of number of kits distributed.	Second session each course.
	Design action projects in which parents assess student areas of need and remediate at home (example - Dolch list is distributed, parents test and teach words missed)	Oral interview with parents regarding their findings in Action Project.	once per course

PROFESSIONAL STAFF DEVELOPMENT COMPONENT

The Professional Staff Development component of the Title III project is designed to improve the teaching skills of District 151 staff in order to provide the high quality educational program which is necessary for the ultimate community support of the District.

Through the use of consultants, released teacher time, stipends, meetings, workshops, on-the-spot training, and attendance at professional meetings, District staff will develop improved skills and keep abreast of current educational innovations and research findings. Enrichment activities will also be part of the professional staff development component.

District 151 recognizes the outstanding achievements made by staff in working with students and individualizing instruction. However, there is always room for upgrading of the quality of instruction. Therefore, teachers, administrators, and paraprofessionals will be given a wide range of differing types of professional activities designed to maximize the learning climate within the classroom.

NEED: To gain community support of desegregated School District 151

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STAFF: Involves total district staff and consultants

OBJECTIVE	ACTIVITY	EVALUATION	TIME SCHEDULE
Given twelve months of participation in the Title III Project, District 151 staff and administrators will be given opportunities for in-service training, on-the-spot guidance, consultation, and workshop participation - designed to increase their effectiveness in working with students, parents, and community, as evidenced by improved skills in teaching, value clarification, communication, interaction analysis, transactional analysis, and curriculum development.	Provide consultants and staff to aid teachers, administrators and others in the areas of: a. the teaching of value clarification and character development b. the teaching of democratic principles c. classroom organization and management d. behavior modification e. setting student goals, social attitudes, and teacher expectations f. motivation for learning Provide consultants for assistance in the use of the student learning style profiles and design of individualized teaching strategies	Records kept of number of consultant services requested by school. Records kept of released time and teacher stipends paid. Records kept of teachers in attendance at various workshops and training sessions held. Noting by consultants of changes in classroom organization, management, climate, and type of discipline. Noting of use of profiles by building principals and master teachers.	Sept. to June ongoing

NEED: To gain community support of desegregated School District 151

BROAD GOAL: To increase the areas of support and reduce the areas of non-support for School District 151, discovered by comparing the community values, goals, and moral obligations with the existing goals and purposes of the school system.

STAFF: Involves total district staff and consultants

OBJECTIVE	ACTIVITY	EVALUATION	TIME SCHEDULE
	Assist staff in interpreting profile data to determine individual student learning style, experiential background, health problems, home background, etc.	Noting by consultants, project director, principals, and master teachers of actual use or non-use of profiles.	Sept. to June
	Ask teachers, administrators, and master teachers to identify staff needs and establish appropriate measures to facilitate teacher training in these areas.	Formulation of listing of prime areas of concern.	Sept.
	Provide for opportunities for staff to openly discuss black-white differences, values, interactions with students, discipline problems, and sources of student-teacher conflict.	Record number of teachers attending sessions.	at convenience of buildings
	Promote teacher home visits (through a stipend) to increase teacher awareness of home situations and develop a close teacher-parent relationship.	Note number of home visits made	Sept. to June

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STAFF: Involves total district staff and consultants

OBJECTIVE	ACTIVITY	EVALUATION	TIME SCHEDULE
	delete Provide each school with money to be used in human relations activities.	Noting of activities on which funds are spent.	at discretion of buildings
Given twelve months of participation in the Title III Project, District 151 staff will increase learning motivation and individualization as evidenced by the use of special design teaching aids constructed in the Developmental Lab at the request of the teacher.	Maintain and coordinate the Developmental Lab facilities by having a part-time community citizen aid teachers and students (Occupational Training High School Students and district students) in preparing instructional materials for use in classroom work or school activities	Noting of number of requests for learning aids. Noting of number of student visits to Developmental Lab. Noting of number of staff visits to Developmental Lab.	ongoing
Given twelve months of participation in the Title III Project, District 151 staff and administration will engage in professional enrichment activities - as evidenced by use of materials and literature in the Teacher Renewal Center.	Teachers will be given the opportunity to use professional resource materials, learning aids, and equipment available in the Teacher Resource and Renewal Center.	Noting of number of loans made to staff.	ongoing
	Staff will be given the opportunity to use simulation and value clarification materials for solving multi-ethnic problems. (Materials purchased through Title III)	Noting of number of loans made to staff. Noting of use of techniques in classroom by principals.	ongoing

FINE ARTS COMPONENT

It is well-known and cited in educational research that students who do not like or respect themselves have little admiration or respect for others. Also, if they do not value themselves as individuals -- they can hardly be expected to value learning and education. Therefore, District 151 has built a Fine Arts component into the total Title III project.

The major purpose of this component is the development of student self-concept. In addition, the Fine Arts component attempts to increase multi-racial and ethnic respect and understanding through the arts. Students participate in experiences associated with particular ethnic groups and simultaneously witness the achievements in the arts of fellow - students from a wide range of backgrounds.

The Title III Fine Arts component accomplishes many worthwhile ends. Creativity is enhanced, self-image is clarified and strengthened, talent is developed, human relations are promoted, and self-expression is encouraged.

NEED: To Gain Community Support of Desegregated School District 151.

BROAD GOAL: To increase the areas of support and reduce the areas of non-support for School District 151 discovered by comparing the community values, goals, and moral obligations with the existing goals and purposes of the school system.

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
Given ten months of Title III participation, District 151 will provide a wide variety of opportunities and media designed to build positive self-concepts and promote better ethnic and racial understanding of the diverse cultural backgrounds within District 151 -- as evidenced by improved self expression skills, creativity, individual talents, and human relations.	Instrumental Music Teacher P.R. Staff Students	Continue District 151's program in art, drama, instrumental music, dance, writing speeches and photography; through such activities in school clubs and activity hours, play and dramatic expression, playing of instruments, painting, choral work, poetry participation in student and community affairs correlating Illinois Arts Councils, Title VII ESAA Theater Arts Residencies Program, and District 151's instrumental music and art teachers Fine Arts Program. The instrumental music teacher will provide all students desiring an opportunity for self-expression, creativity and variety of individual talents to continue better racial understanding through various media of activities such as: 1. Playing for school assemblies. 2. Playing for in-school bicentennial activities.	Record student performances; keep scrapbooks of pictures, newsclippings and reports concerning instrumental music activities Observations re: Noting increased individual student talent development; Noting of decrease in classroom discipline problems; mutual respect, cultural awareness during the year.	Sept. - June

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
		3. Spring concerts in each school. 4. Individual and small group lessons. 5. Integrate program into schools coordinating with subject areas such as; social studies, art, etc. 6. Play for special assemblies.		Sept. - June
	Art Teacher P.R. Staff Students	The Art Teacher will provide students with a media of self-expression, creativity and individual talent and human relations in art through such activities as: 1. inter-school painting and art expressions. 2. Cultural study through a variety of art media. 3. Special art contest and shows (Bicentennial, etc.) 4. N.I.C.E. (new ideas to conserve energy) posters. 5. Spring Art Fair to include private and parochial schools.	Student displays art creations in district buildings, community centers, and art exhibits. Observations of students self image: multi-ethnic understanding; individual student talent development; cultural awareness.	

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
	Center Director Administration Staff Students Parents	Center Director will serve as coordinator for District 151 to coordinate activities, Illinois Arts Council, Title VII ESAA Project "Artists in the Schools Program". Which will offer district wide art activities designed to provide opportunities for students, parents and teachers to directly understand, appreciate and accept inter-cultural differences while developing their own creative expression and sense of self worth. The following activities have been designed to meet their objectives: 1. Preparation (Workshops) 2. Theater Arts Residencies 3. Poetry Residencies 4. Visual Arts Photography Residencies 5. Public Performances	Record attendance and participation of students and teachers in classroom and workshops. Interviews with students, teachers and artists to determine degree of students' participation and responses. Each student will become involved in his own process of creation (ex. writing poems, acting out stories, taking photographs, dancing, and etc.) Some theater, music, and dance will be video taped.	Sept. - June

STUDENT LEARNING PROFILES COMPONENT

The 1974-75 Title III project developed a Student Learning Profile. These profiles were compiled at the close of the school year. Data regarding individual students was collected from parents, teachers, and the students themselves. This information provides valuable material for the design of individualized teaching strategies and student programs -- based upon the assessed learning style and experiential background of the student.

During the current Title III project, the Profiles will continue to be completed for all new students entering the District. Staff will be given the opportunity to meet with consultants who will suggest methods and techniques for processing the data included within the profiles and using it to write personalized student learning objectives.

District 151 is well aware of the legal implications and considerations involved in the compilation of the profile, and have pursued this matter with the School Board attorney, as well as with Illinois Office of Education legal counsel. It is felt that the profile is well within the boundaries of the law and will serve as an extremely useful tool in the provision of top quality, individualized education throughout the district. The Profile will also permit the transmittal of information in an organized format from one teacher to another and from one building to another.

NEED: To Gain Community Support of Desegregated School District 151

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OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
Given twelve months of participation in the Title III Project, District 151 will continue the compilation and use of the student learning profiles, as evidenced by analysis of student learning styles: development of individualized teaching strategies; and improved individualization of instruction in the cognitive, affective, and psychomotor domains.	Teachers Coordinating Teachers	Work with teachers to use individual student learning style profiles developed through this project to create and form individual educational objectives for each child as a basis for selecting appropriate content and instructional materials, modify and initiating instructional procedures and teacher/pupil interactions to harmonize with the child's learning style and personality. Employ Student Profile Facilitator to process all student, parent, teacher components information and organize all sections of profile for use by teacher in writing individual student objectives.	Production of individual student learning objectives recorded by principals; observation by coordinating teacher in classroom work.	Sept. - June

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
	Consultant	To have consultant train teachers to use student learning profiles as a basis for: 1. student program planning 2. student motivation 3. more effective home/school relations 4. understanding student behavior 5. recognizing different student learning styles 6. understanding home backgrounds 7. identifying the hostile, aggressive or problem children	List of school and specific teacher group meetings, individual class teacher visits, classroom observations of profiles being put to use to individualize instructions.	Sept. - June

DISSEMINATION COMPONENT

District 151 realizes its responsibility to share the many developments, findings, and models resulting from three years of Title III participation. The Dissemination Component of the current project is one of the most important sections of the entire proposal.

During the 1975-76 academic year, District 151 will become actively involved in a number of dissemination activities -- aimed at parents, community, and other interested educators and school systems. Attempts will be made to promote interest in the project and share important, useful information on as widespread basis as possible.

An open-door policy has always existed throughout the District. This policy will be publicized, and visits will be promoted and encouraged. A mini-shelf library of publications describing the various Title III components of the total District 151 project will be made available to other districts. Newsletters will be distributed and District personnel will appear at numerous professional meetings throughout the state. Mass distribution of bumper-stickers is even planned.

District 151 is grateful and privileged to have been given Title III financial and supportive assistance. In order to fully maximize the many benefits and achievements made possible through this Title III project, the dissemination component must be energetically and enthusiastically accomplished. District 151 is anxious to begin the important job of sharing.

NEED. To Gain Community Support of Desegregated School District 151

BROAD GOAL: To increase the areas of support and reduce the areas of non-support for School District 151 discovered by comparing the community values, goals and moral obligations with the existing goals and purposes of the school system.

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
Given twelve months of participation in the Title III Project, District 151 will initiate a widespread program of dissemination, designed to inform interested parents, community members and educators in other Districts the findings and developments resulting from the past three years of Title III operation within the District.	Public Relations Director	Community Relations office will prepare all school publications, field trip (tour of district) booklets, welcome leaflets, wallet-size district calendars.	Increase support of school district by better informed public concerning student activities.	July - June
	Public Relations Director	Promote through district newsletter and newspapers, Citizens Advisory meetings, findings and recommendations about district student activities and programs affecting students in District 151.	Record number of queries regarding student activities and district programs. Keep Advisory Committee informed.	Sept. - June
	Public Relations Director	Make and disseminate movie shorts about the school district to be shown on local and national TV.	Record number of places and stations where movie was viewed.	Sept. - June
	Public Relations Director	Meet with local media to release information about district programs and activities. Promote through press releases and pictures, educational and social events within the schools.	Record number of press releases and meetings.	July - June

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
	Public Relations Director	Release previous studies, evaluations, evidence, testimonials and other investigations through the district's "Close-Up" monthly paper and annual report that shows the school district's Board and administration are fiscally responsible, organized and efficient, fully utilizing staff, volunteers and resources to maintain a quality school program for the students in District 151.	"Close-Up" issues	July - June
	Public Relations Director	Promote through flyers, speaking engagements, pamphlets, the district paper, discussion talk shows on TV and on local radio, the gains obtained for children and the family in practicing democratic and egalitarian values through attendance and support of a desegregated school system.	Record number of showings, meetings, talks, etc. carried out. Record audience reaction by questionnaire and letter.	July - June
	Public Relations Director	Promote school activities and explain school situations via local radio stations or monthly educational programs.	Audience response, two-way talk programs, letters, etc.	July - June

NEED: To gain community support of desegregated School District 151

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OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
Given twelve months of participation in the Title III Project, District 151 will initiate a widespread program of dissemination, designed to inform interested parents, community members, and educators in other Districts of the findings and developments resulting from the past three years of Title III operation within District 151.	Title III Director Center Director	Attend numerous professional meetings to discuss and display Title III materials.	Records kept of appearances.	Sept. - June
		Mini-shelf libraries of parent help books and other books describing the components of the Title III project will be prepared and distributed.	Records kept of distribution of mini-shelf libraries.	July - June
		Open Door policy will be maintained through the District and at the Roosevelt Community Education Center, specifically.	Register of guests kept in all District buildings.	July - June
		Special invitations will be issued to individuals expressing special interest in the Title III Project. Intensive tours and meetings to explain the Title III Project will be conducted.	Records kept of special visitors. Minutes kept of meetings.	July-June
		Prepare a Title III Newsletter, describing operation of the District 151 Project.	Actual production of the newsletter.	November

OBJECTIVE	STAFF	ACTIVITIES	EVALUATION	TIME SCHEDULE
		Inform other Title III directors of the findings and developments of the District 151 Project.	Noting by project director.	July - June
		Prepare and distribute bumper stickers promoting aspects of the Title III Project.	Actual distribution of bumper stickers.	October
		Schedule Roosevelt Community Education Center Open House for parents, community, and other educators.	Noting of attendance at Open House.	October
		Publicize the willingness of District 151 to share and cooperate with other Districts interested in all or parts of the District 151 Title III Project.	Notebook compiled of press releases, pamphlets, letters, radio	July - June

PLANNING THE PROJECT

The current Title III Project is the culmination of a total three-year program. Great efforts were exerted in assessing areas of student, parent, community, and professional staff needs and attitudes. The results of studies and evaluation reports were carefully examined in each phase of planning and implementation.

Local school administration and school board offered support and guidance. The citizens' advisory group met on a regular basis and provided input for program implementation, planning, and evaluation. Parental feedback and input was gained on a regular basis through the interaction of the mini-bus teacher and community relations director. Community and parents visited the Roosevelt Community Education on a daily basis, and their many comments and suggestions were noted and, where possible, incorporated. Community involvement did occur and goes on today. Parents, community leaders, and out of district teachers have participated in work sessions, lectures, and workshops - all influential in creating the current proposal.

Following is a listing of the members of the Citizens' Advisory Council.

CITIZENS ADVISORY COMMITTEE

Thomas Bailey
633 Frances Street
Phoenix, Illinois 60426

Ronald Baker
741 E. 155th Street
Phoenix, Illinois 60426

Minnie Berry
738 E. 153rd Street
Phoenix, Illinois 60426

Camala Buckner
15135 5th Avenue
Phoenix, Illinois 60426

William Buckner
733 E. 155th Street
Phoenix, Illinois 60426

Shirley Byers
15103 7th Avenue
Phoenix, Illinois 60426

Bart DeGraaf
545 E. 161st Place
South Holland, Illinois 60473

Jack Doah
15951 Woodlawn East
South Holland, Illinois 60473

Sister Mary Eroteis
15726 So. Union
Harvey, Illinois 60426

Mike Fryzel
16053 Dobson Avenue
South Holland, Illinois 60473

Gerald Hawkins
15334 7th Avenue
Phoenix, Illinois 60426

Catherine Henderson
15324 9th Avenue
Phoenix, Illinois 60426

Wilfred Hickey
540 W. Armory Drive
South Holland, Illinois 60473

Raymond Hines
550 Riverview Drive
South Holland, Illinois 60473

Dr. Nathan Ivey
843 E. 163rd Place
South Holland, Illinois 60473

Mary King
Leadership Resource Center
15428 Center Avenue
Harvey, Illinois 60426

Jacqueline Kusniewski
16137 S. Emerald Avenue
Harvey, Illinois 60426

James Lashley
15234 6th Avenue
Phoenix, Illinois 60426

Rev. Stanley Lemon
753 E. 155th Place
South Holland, Illinois 60473

Paul Pearson
2854 Bernice Road
Lansing, Illinois 60438

Catherine Poindexter
634 155th Place
Phoenix, Illinois 60426

Rev. Alan Sanders
15354 8th Avenue
Phoenix, Illinois 60426

Gene Savageau
16236 So. Emerald Avenue
Harvey, Illinois 60426

Eleanor Suggs
15247 3rd Avenue
Phoenix, Illinois 60426

Harley Verbeek
528 E. 161st Place
South Holland, Illinois 60473

L. K. Watkins
639 E. 152nd Street
Phoenix, Illinois 60426

Francine Ward
721 E. 155th Court
Phoenix, Illinois 60426

Claire Zapchenk
16029 So. Halsted Street
Harvey, Illinois 60426

Robert Zielenga
16230 Wausau
South Holland, Illinois 60473

JOB DESCRIPTIONS

TITLE III DIRECTOR:

The Title III Director coordinates the implementation, evaluation, and dissemination of the Title III Project. She is the person responsible for the complete coordination and direction -- which involves direct responsibility for the successful operation of all components of the program. The Director assists in the appointment of all Title III staff. Accomplishment of objectives, preparation of reports, evaluation, follow-up of personnel, training of staff, audits, and compliance with guidelines are all included in this job. The Director works with program staff, superintendent, school board, principals, staff, advisory groups, and state counsultants.

CENTER DIRECTOR:

The Center Director coordinates programs and activities originating from the Roosevelt Community Education Center. She schedules meetings, furnishes space, coordinates parent transportation to the center, and arranges consultant seminars. The Center Director also organizes the adult information program, arranges parent socials, operates the Teacher Renewal and Resource Center, and coordinates the Illinois Arts Council Program within the District. Record-keeping and attendance sheets are also compiled by this individual. The Offset Press Manager is directly responsible to the Center Director.

MINI-BUS RESOURCE TEACHER:

The Mini-Bus Resource Teacher is responsible for the successful operation of the mini-bus program - "Learning on Wheels" - which includes maintenance and upkeep of the vehicle, stocking of the bus, and provision of information regarding mini-bus materials to parents. The Mini-Bus Driver also is responsible for the parent-child education classes, which includes publication, scheduling, purchase of kits, distribution of Parent Help booklets, and preparation of Action Projects and Homemade learning aids.

COMMUNITY RELATIONS DIRECTOR:

The Community Relations Director communicates with the public to establish a two-way communication program. This communication system operates both internally and externally - - to include community, parents, students, district staff, and educators outside the district. The Community Relations Director is a member of the Superintendent's Advisory Council and assists the Board of Education and Citizens' Advisory Council, as well as district staff. Student Leadership Workshops are conducted by the Community Relations Director. In addition, the Community Relations Director is responsible for dissemination activities which include preparation of a district-wide radio program, preparation of Close-Up (newsletter,) speaking before community audiences, budget and finance report preparation, preparation of promotional materials, writing of brochures, writing press releases, organizing tours, and making community contacts leading to increased rapport between school and community.

STUDENT PROFILE FACILITATOR:

The Student Profile Facilitator performs clerical tasks related to the Student Learning Profiles. Parent questionnaires are mailed by this individual. In addition, new students entering the district receive profile information through mailings and distributions made by the Facilitator. The Student Profile Facilitator signs a Code of Ethics, which governs the confidential handling of all data processed.

DEVELOPMENTAL LAB COMMUNITY RESOURCE PERSON

The Developmental Lab Resource Person assists in the operation and construction of materials within the Developmental Lab. This individual is skilled in the se of machinery and tools and is able to effectively produce special design learning aids to the specification of the teachers, as well as to assist staff and students in the construction of the materials themselves.

FINE ARTS TEACHERS:

The Fine Arts Teachers attempt to develop positive self images, talent, creativity, ethnic awareness, and human relations through the use of the arts -- specifically music and art. They are skilled in the use of these areas as a means for reaching and teaching the affective domain in students.

CONSULTANT SERVICES AGREEMENT

1. _____ Administrative District, Title III, ESEA
2. Name _____ Date(s) _____
3. Title _____ Business Address _____
4. Business Phone _____ Social Security No. _____
5. Consultant to:

   _____ Evaluation & Research _____ Staff Development

   _____ Program Development _____ Dissemination

   _____ Other (Specify) _____

6. Description of services to be performed:

7. Consultant's Fee _____ Per Hour _____ Per Day*
8. Consultant's Expenses _____ Travel _____ Per Diem*
9. Consultant's Signature _____
10. Project Director's Signature _____
11. Superintentent's Signature _____

* Total amount not to exceed $100.00 per day.

SUMMARY OF CONSULTANT SERVICES

Name _____ Date(s) _____ _____

CONSULTANT'S BRIEF DESCRIPTION OF SERVICES PERFORMED:

Name _____
DIRECTOR (PERSON MAKING EVALUATION)

EVALUATION OF CONSULTANT'S SERVICES:

CONCLUSION

There is no simple answer to meeting the basic need in School District 151 - increasing community support of the desegregated school system. A number of very important attempts must be made if success is to be achieved. Central to each of these attempts is the objective of providing District students, community and parents with high quality educational opportunities. In addition, parents and community must be aware of these opportunities. Two-way channels for open communication must be maintained and utilized. District 151 must be responsive to suggestions and concerns of students, parents, and community.

This Title III proposal contains a number of components - each aimed at meeting the basic need of gaining public support. A wide variety of activities centering around high quality educational opportunities, communication, and dissemination comprise the total effort.

It is hoped that these proposed objectives, activities, evaluation, and dissemination will serve to ultimately gain widespread community support for desegregated School District 151, while simultaneously offering a model for replication in other districts with similar needs.